**Lesson Plan Format**

**Teacher Candidate Felisha Ward Grade Level 2nd Date of lesson December 7, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DODEA Standards:

2E2b.1: Write brief narratives based on experiences that move through a logical sequence of events (chronological order, order of importance); and describe the setting, characters, objects, and events in detail.

2E2b.6: Create grade-level-appropriate writings for different purposes and to a

specific audience or person.

2SS3.a: Place important events in their lives in the order in which they occurred.

Unit Goal: The goal of this unit is for students to understand how their culture and family history influences their development of identity through research and analysis of primary sources.

Students will be able to construct a timeline of their life to help them choose a topic for their family history narrative. Students will also be able to identify a specific audience for their piece and write their narrative in a logical order.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have constructed a family tree through research and analysis of primary and secondary resources.

Students have written grade level appropriate stories.

Students have discussed organizing information chronologically.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to describe important events in their life and place them on a timeline.

Students will be able to create a family history narrative written for a specific audience in a logical order.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal – Teacher will circulate the room checking on students progress of timeline creation. Teacher will conduct writing conference with students to check on the progress of their narrative writing, and take notes of student’s progress for documentation.

Culminating Unit Activity – Students will complete first draft of narrative story to explain an important event in their life.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Teachers narrative story

Smartboard/Chart paper

Student writing paper

Timeline template

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Direct instruction:

Anticipatory set: Teacher will begin by presenting students with timeline for them to inspect.

Objectives and purpose: Teacher will explain that using a timeline will help them choose a topic for their family narrative and put into perspective the time in which it happened, what led up to it and what followed.

Modeling: Teacher will demonstrate thought processes of writing family narrative (use of timeline). Will read own family narrative to students.

Monitoring understanding: Teacher will conference with students to check on their progress of first draft of family narrative.

Guided Practice: Have students write timelines with help of teacher. Students will work with teacher on work of narrative during conferences.

Independent Practice: Students will write their family history narrative with the use of their family tree/sources/timeline.

Writers Workshop: Students will be mostly working in writer’s workshop to write first draft of family narrative.

This model is chosen for learners because they are not aware of what a narrative is. They will need a model to better understand what it entails. In addition, they will be allowed time in writers workshop to write their piece and have the teacher give individual help to each of them through conferences.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Begin lesson by showing students a timeline of my life.

Have students discuss the different events on a timeline, what is significant about them, and the importance of a timeline. Write down on chart paper the parts that are crucial on a timeline. (Birth, important events, moving)

Explain to the students that they will create a timeline of their life to help them finalize their decision on the topic they wish to write about for their family narrative activity. In addition, this will help give them perspective about the events that took place before and after the event or time period in their life that they choose to write about.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Pass out timeline templates to students and allow them to write down the events of their life on the template. Explain to them that using their primary sources/information note cards/family tree that they created in the second lesson can help them build their timeline.

Allow time for students to construct their timeline. Teacher will go around the room and assist students in creation of the timeline.

Have students look at the timeline and choose one event or time period that they will be able to write about with detail.

Have students return to the carpet for a mini lesson on good narratives.

Begin by showing students my timeline once again. Point out the event that I wrote about. Talk about how I wrote my narrative.

• Began by writing down memories of the event.

• Drew a picture of what I remember seeing.

• Thought about how I felt, and jotted it down.

Read students my family narrative.

Ask the students which audience they thought I was writing for.

Have students discuss the audience they will be writing for. (Themselves, family, classmates). Write down on chart paper.

Ask them what makes a good narrative. (Write down their responses on chart paper/board)

Explain that we can use our timeline to get perspective on when these events happen.

Have students go back to their desk and choose the event/time period they would like to write about.

Have students use lined writing paper to begin writing first draft of family history narrative.

Have students work on narratives throughout the remainder of the writing workshop.

Allow students to work for 5 minutes before beginning conferences with each student, conference with each student.

Presented on last day of unit:

Mini lesson: Presenting/reading narrative

•Discuss that they will be reading their pieces to an audience on our culture day, so we want to give good presentations.

•Have students talk about what makes a good presentation.

•Write down student’s responses on chart paper.

•Create a list of expectations for class to follow when they present their narrative.

• Explain to students that they will practice with a partner and give constructive feedback to their partners.

•Have “dress rehearsal” with a partner. Allow students to practice presenting their family narrative.

• Come together and close with reiterating the expectations for the presentation they will give on our class culture day.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

After students have all met with me and finished their first draft, we will come back together to discuss why we would write a family history narrative. Discuss that we can write a narrative to help us remember significant times in our life. Also explain that many people throughout history have written narratives that provide a first hand account of important times throughout history.

Also explain that now that they have written their first draft, they will be able to go back to revise and edit it to make it a great piece to add to the class culture book as well as present it to the class on culture day.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Blaine | 1. Student is and English Language Learner.  2. Students primary language is Japanese and he attends English Language Learner meetings. | • Allow him to work one on one with the teacher during the timeline creation.  • Allow student to include primary language in family narrative.  • Have family/translator come in to help him translate words he might not know.  • Allow him to draw a picture if he is struggling with writing, and explain the picture orally. Through shared writing during conferences help him write down English words he does not know. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?